

Brighton Secondary College Education Specification.

Year 7. Guiding idea: **Launchpad from Home**. In this facility, a learning community will be established in which students will primarily build understanding together. To aide transition, there is a high emphasis on territoriality for the group. This is expressed by some element of seclusion from both the main body of the school, and the exclusive use of some spaces. The pedagogical focus will be on the learning process. This means that learning spaces will have access to areas that allow students to: share thinking and ideas (visual, oral) to present thinking and ideas and to studios that allow students to construct/manipulate physical things as part of a learning process or as a demonstration of understanding. The curriculum focus as still very much on developing foundational skills, knowledge and learning attributes* and attitudes.

	Teacher (does)	Student (does)	Building (enables)
Mainstream	<ul style="list-style-type: none"> • Creates a home (by definition: safe, inclusive, 'owned') for students • Celebrates student success, including through visual displays of student achievements • Designs learning tasks that allow students to actively, and collaboratively, construct new understanding, skills and attributes • Uses some didactic instructional techniques • Focusses on learning processes as much as on learning outcomes • Focusses on learning growth as much as levels of attainment • Plans for students to regularly be able to demonstrate new knowledge, skills, understanding, and attributes in a wide variety of routine, authentic ways • Plans for students to be able to begin to demonstrate new knowledge, skills, 	<ul style="list-style-type: none"> • Feels safe, secure and supported • Feels a sense of ownership and belonging to a particular space • Develops positive relationships with teachers, peers and others • Develops personal knowledge, skills, understanding and attributes collaboratively • Develop 'grit' • Spends significant time per week learning and recreating in or near their 'home' base • Regularly applies knowledge skills and attributes in routine settings • Begins to apply knowledge skills and attributes in <i>non</i>-routine settings 	<ul style="list-style-type: none"> • Provides defined home spaces for groups of 26 students • Provides spaces closely proximal to home spaces that allows multiple, simultaneous ways for students to construct meaning and to develop understanding • Provides spaces that allow students to demonstrate new understanding, skills, knowledge or attributes in multiple ways • Allows thinking to be shared in a variety of ways including visually, orally or by display of objects or other artefacts • Allows thinking to be shared in a variety of group sizes (from 2 to 50) • Allows for the display of objects, artefacts or products of learning • Allows for teachers use a wide variety of pedagogical approaches

	<p>understanding and attributes in a wide variety of non-routine, authentic ways</p> <ul style="list-style-type: none"> • Diagnoses any gaps or misconceptions in knowledge, skills, understanding or attributes that students may have 		<ul style="list-style-type: none"> • Provides secluded recreational spaces
SEAL	<ul style="list-style-type: none"> • Plans for students to be regularly able to demonstrate new knowledge, skills, understanding, attributes in a wide variety of non-routine, authentic ways • Plans for students to work collaboratively across both SEAL classes 	<ul style="list-style-type: none"> • Learns skills to self-diagnose gaps or misconceptions in knowledge, skills understanding or attributes that they may have • Regularly applies knowledge skills and attributes in both routine and non-routine settings 	<ul style="list-style-type: none"> • Allows groups of 50 students to work collaboratively • Provides for SEAL students to learn instrumental music near their home spaces

Year 8. Guiding idea: **The Solutions Centre**. In this learning community, the learning program is structured around identifying problems and solving them. A focus is placed on growing student autonomy and self-direction and the requirement that they regularly apply knowledge, skills, attributes and attitudes in new and non-routine situations. Curriculum organization and learning programs will be divided overtly into **learn** and **use**. This community will be more physically connected to the rest of the school as these students begin to develop a strong and confident sense of their place within the school. A specific learning process will provide the underlying structure for many learning programs. This process can be summarized as: **Think** (problem identification and unfiltered solution generation) **Design** (plan and prepare for creating a solution and success measures for it) **Do** (build/create your solution that may be an artifact, essay, object presentation) **Test** (trial/practice/draft/revise) **Refine** (polish or fully realize solution against specific success criteria) **Finish** (publish/display/present/sell/gift or give). Such a procedure may necessitate groups of students using a studio with little direct instructional capability, but high solution creating capability. For example, a suite of activities may occur simultaneously that include: physically making things, quiet areas to write, secluded areas to practice presentations, and areas to visualize and share thinking. Such a design principal for structuring learning fits well with work the school has already begun around expansive education and a shift of pedagogical focus to learning processes rather than being solely concerned with outcomes.

	Teacher (does)	Student (does)	Building (enables)
Mainstream	<ul style="list-style-type: none"> • Celebrates student success, including through visual displays of student achievements • Designs learning tasks that allow students to actively, and collaboratively, construct new understanding, skills and attributes • Teacher designs programs of learning around the presentation of specific problems to students that require the acquisition and then application of new knowledge, skills attributes in a defined process to solve • Explicitly teaches students a process to solve problems • Teaches students to be users of knowledge as much as learners of it • Teaches students meta-skills to do with critical evaluation of knowledge • Makes effective transference by students of knowledge, skills and attributes a key indicator of student understanding • Regards students' ability to transfer and use new knowledge, skills and attributes in a new a different context as a key indicator of teacher efficacy • Uses some didactic instructional techniques • Focusses on learning processes as much as on learning outcomes • Focusses on learning growth as much as levels of attainment • Plans for students to regularly be able to demonstrate new knowledge, skills, 	<ul style="list-style-type: none"> • Learns skills to self-diagnose gaps or misconceptions in knowledge, skills understanding or attributes that they may have • Continues to develop positive relationships with teachers, peers and others • Continues to develops personal knowledge, skills, understanding and attributes collaboratively • Continues to develop 'grit' • Responds to problems, as set by the teacher, in a wide variety of ways, but by applying a single, defined problem solving process 	<ul style="list-style-type: none"> • Students to work collaboratively to solve problems, share thinking and to evaluate ideas • Allows for a wide variety of solutions to a specific problem to be developed simultaneously by students • Allows for students to focus on learning processes • Provides spaces that allow students to demonstrate new understanding, skills, knowledge or attributes in multiple ways • Allows thinking to be shared in a variety of ways including visually, orally or by display of objects or other artefacts • Allows thinking to be shared in a variety of group sizes (from 2 to 50) • Allows for the display of objects, artefacts or products of learning • Allows for teachers use a wide variety of pedagogical approaches • Allows students to utilize both indoor and outdoor learning settings

	<p>understanding, and attributes in a wide variety of routine, authentic ways</p> <ul style="list-style-type: none"> Plans for students to be able to regularly demonstrate new knowledge, skills, understanding and attributes in a wide variety of non-routine, authentic ways Diagnoses any gaps or misconceptions in knowledge, skills, understanding or attributes that students may have 		
SEAL	<ul style="list-style-type: none"> Teacher designs programs of learning that allows students to identify and define specific problems that then requires the acquisition and application of new knowledge, skills attributes in a defined process to solve 	<ul style="list-style-type: none"> Continues to learn skills to self-diagnose gaps or misconceptions in knowledge, skills understanding or attributes that they may have Regularly applies knowledge skills and attributes in both routine and non-routine settings Identifies and develops a wide variety problems to be solved using a tightly defined process 	<ul style="list-style-type: none"> Allows groups of 50 students to work collaboratively Provides for SEAL students to learn instrumental music near their home spaces

Year 9. Guiding idea: **Discovery Centre**. Students continue to learn foundational knowledge, skills and attributes. They apply these using the same problem solving system as in year 8, but students identify, evaluate and select problems to be solved. Ultimately, students begin to develop the skills to formulate and apply their own problem solving system to problem they devise or identify.

Year 10. Guiding idea: **Building International Learners**. Students continue to learn new skills, knowledge and attributes, but they also begin to learn the specific formal ways in which they need to demonstrate these things in an international context. An emphasis is placed upon encouraging students to be independent, self-managing, but also collaborative learners who can situate themselves in the world and apply skills learning in varying contexts from around the globe. Specific skills that assist students in becoming highly skilled at understanding and appropriately responding to people from and in different cultural contexts are a focus of learning. Other skills and attributes that relate to management of the physical and mental self are also considered. Specific environments that are simultaneously supportive of and conducive to high levels of meaningful international collaboration, whilst at the same time being protective of student welfare, are a hallmark of this learning community.

	Teacher (does)	Student (does)	Building (enables)
Mainstream	<ul style="list-style-type: none"> • Celebrates cultural diversity from around the world, including through visual displays • Designs learning tasks that allow students to actively and effectively collaborate with people from around the world • Designs programs of learning around international contexts and which require students to apply knowledge and skills in ways which appropriately relate to those contexts • Explicitly teaches students a process to allow them to understand and engage respectfully with different cultures, ethnicities and beliefs • Creates a learning environment that is explicitly sensitive to the differences, and differing needs, of students from culturally diverse backgrounds • Creates a learning environment that is explicitly sensitive to the similarities, and similar needs, of students from culturally diverse backgrounds 	<ul style="list-style-type: none"> • Develops skills which allow them to engage effectively and respectfully with people with diverse cultural and ethnic backgrounds • Develop understanding that they are citizens of a world in which people are connected through (often) shared experiences, dreams and challenges • Develop understanding, skills and attributes* that will allow them to be productive citizens regardless of their location on the planet • Develop the skills of enquiry which will allow them to move from a position of ignorance to knowledge regardless of their location or cultural context • Develop skills and knowledge in languages other than English 	<ul style="list-style-type: none"> • Students to connect with students around the globe • High levels of support for student wellbeing • Provides spaces that allow students to demonstrate new understanding, skills, knowledge or attributes in multiple ways the relate to contexts outside Australia • Allows thinking to be shared in a variety of ways including visually, orally or by display of objects or other artefacts • Allows thinking to be shared in a variety of group sizes (from 2 to 50) both physically and virtually • Allows for teachers use a wide variety of pedagogical approaches which situates learning in an international context • Allows for wrap-around supports to be placed around student to foster or support their wellbeing • Allows for a variety of wellbeing programs to be delivered to students

*Learning attributes

These are described as the Five R's. See detail below.

Resilient

The resilient learner persists, remains positive throughout, stays involved with their learning, sets targets and practices.

The Resilient Learner	Poor resilience	Average Resilience	Excellent Resilience
Persists	<ul style="list-style-type: none"> Gives up easily Displaces responsibility immediately 	<ul style="list-style-type: none"> Gives up when things get difficult Blames circumstances or others when giving up 	<ul style="list-style-type: none"> Is reluctant to give up Owens the consequences of actions
Remains positive throughout	<ul style="list-style-type: none"> Sees no value in being involved Is overwhelmed by setbacks Negative mindset 	<ul style="list-style-type: none"> Enjoys a challenge when persuaded of its worth Is generally positive about setbacks Tends to have a positive approach in most circumstances 	<ul style="list-style-type: none"> Enjoys and is fulfilled through challenge Absorbs setbacks Positive mindset
Stays involved with their learning	<ul style="list-style-type: none"> Easily distracted Needs external direction Only engages in tasks with immediate appeal 	<ul style="list-style-type: none"> Can be distracted Needs some persuasion Will engage in an open ended task in a purposeful environment 	<ul style="list-style-type: none"> Remains absorbed Is a self-starter Prepared to engage in open ended tasks
Sets targets and practices	<ul style="list-style-type: none"> Limited sense of cause and effect Focused by requirement Doesn't practise 	<ul style="list-style-type: none"> Understands cause and effect Capable of setting targets Practices when personally curious or when supervised 	<ul style="list-style-type: none"> Strong sense of cause and effect Focused by outcomes Practices regularly against personal targets

Resourceful

The resourceful learner shows initiative in meeting any challenge, is capable of learning in different ways, asks good questions and is prepared to take risks.

The Resourceful Learner	Poor Resourcefulness	Average Resourcefulness	Excellent Resourcefulness
Shows initiative in meeting any challenge	<ul style="list-style-type: none"> Mostly dependent on help Awaits solutions 	<ul style="list-style-type: none"> Obtains help Wants solutions and is curious enough to seek them 	<ul style="list-style-type: none"> Offers help Generates solutions
Can learn in different ways	<ul style="list-style-type: none"> Limited awareness of own learning preferences Perceives leaning as 'being told and made to do' Forgetful 	<ul style="list-style-type: none"> some awareness of own learning preferences Understands that learning can be a process Remembers key information 	<ul style="list-style-type: none"> Good awareness of own learning preferences Perceives learning as a process Remembers information
Asks good questions	<ul style="list-style-type: none"> Sees little value in questions 	<ul style="list-style-type: none"> Asks questions if prompted 	<ul style="list-style-type: none"> Questions with purpose and clarity

	<ul style="list-style-type: none"> • Questions focus on comprehension • Fails to connect 	<ul style="list-style-type: none"> • Asks questions of a higher order when prompted or when curious • Understands connections 	<ul style="list-style-type: none"> • Asks searching questions of a higher order • Identifies connections
Prepared to take risks	<ul style="list-style-type: none"> • Stays with the familiar • Fearful of change • Low self-belief 	<ul style="list-style-type: none"> • Needs scaffolded challenge • Capable of change • Uneven self-belief 	<ul style="list-style-type: none"> • Embraces the unfamiliar • Welcomes change • High self-belief

Responsible

The responsible learner makes moral choices, is self-managing, can manage impulsivity and participate positively.

The Responsible Learner	Poor Responsibility	Average Responsibility	Excellent Responsibility
Makes moral choices	<ul style="list-style-type: none"> • Uncertain about right and wrong • Choices are made from self interest • Easily influenced by others 	<ul style="list-style-type: none"> • Knows right and wrong • Choices are driven by a sense of right and wrong • Can be influenced by others 	<ul style="list-style-type: none"> • Driven by a strong sense of right and wrong • Choices are tested against a personal value system • Influences others
Is self-managing	<ul style="list-style-type: none"> • Requires constant supervision • Fails to complete learning tasks • Is disorganised 	<ul style="list-style-type: none"> • Needs prompting to engage with learning tasks • Completes learning tasks • Is organised 	<ul style="list-style-type: none"> • Readily engages with learning tasks • Completes and on time • Is well prepared
Delays gratification	<ul style="list-style-type: none"> • Jumps into tasks • Relies on external rewards for motivation • Cannot see the bigger picture • Unwilling or unable to manage impulsivity 	<ul style="list-style-type: none"> • Considers tasks beforehand • Can self-motivate • Understands the bigger picture • Manages impulsivity most of the time 	<ul style="list-style-type: none"> • Takes time to weigh up the task • Experience immersion in the act of learning • See the bigger picture • Manages impulsivity
Participates constructively	<ul style="list-style-type: none"> • Is isolated from others • Is reluctant to offer contributions • Rejects feedback 	<ul style="list-style-type: none"> • Able to work alongside others • Contributes to group activity • Acknowledges and can act on feedback 	<ul style="list-style-type: none"> • Makes a positive contribution in any group • Contributes actively and thinks interdependently • Gives and receives feedback

Reasoning

The reasoning learner identifies distinctions, considers all the evidence, chooses the right tool and reaches measured judgments.

The Reasoning Learner	Poor Reasoning	Average Reasoning	Excellent Reasoning
Identifies distinctions	<ul style="list-style-type: none"> • Unable to make distinctions • Focuses on one point of view • Unable to recognise patterns 	<ul style="list-style-type: none"> • Can compare and contrast • Understands the need for several points of view • Capable of discerning patterns 	<ul style="list-style-type: none"> • Readily compares and contrasts • Values several points of view • Identifies and discovers patterns
Considers all the evidence	<ul style="list-style-type: none"> • Over reliant on one source • Poor eye for detail • Has difficulty in deciding what is relevant 	<ul style="list-style-type: none"> • Uses data from a variety of sources • Gives attention to detail • Can distinguish between what is relevant and irrelevant information 	<ul style="list-style-type: none"> • Collects and evaluates data from a variety of sources • Gives careful attention to detail • Makes appropriate decisions using relevant information
Selects the right problem solving tool	<ul style="list-style-type: none"> • Struggles with novel situations • Dependent thinker • Has difficulty selecting from a range of problem solving tools 	<ul style="list-style-type: none"> • Uses problem solving tools when faced with novel situation • Selects from a limited range of problem solving tools most of the time 	<ul style="list-style-type: none"> • Generate problem solving tools • Shows independence of thought • Choose appropriate problem solving tools from a wide range
Reaches measured judgements	<ul style="list-style-type: none"> • Doesn't plan, prepare or practice • Rushes to decision making stage • Changes mind without due consideration • Swayed by and quick to accept the views of others 	<ul style="list-style-type: none"> • Plans ahead and practices when guided to do so • Takes time to make considered decisions • Able to draw conclusions most of the time • Understand decision making processes and their part in it 	<ul style="list-style-type: none"> • Plans ahead and in detail and practices regularly • Takes time and will defer judgement if necessary • Able to draw valid and reasoned conclusions • Justifies decisions

Reflective

The reflective learner shows curiosity, is objective, can see things from different perspectives and learns from, and acts upon experience.

The Reflective Learner	Poor Reflection	Average Reflection	Excellent Reflection
Shows curiosity	<ul style="list-style-type: none"> • Tends to be disinterested • Selects a narrow range of interests from those available • Often unaware of immediate environment 	<ul style="list-style-type: none"> • Exhibits curiosity • Has a range of interests from those available • Finds interest in immediate environment 	<ul style="list-style-type: none"> • Enquiring • Has a wide range of interests from those available • Shows a sense of wonder and finds interest in immediate environment
Is objective	<ul style="list-style-type: none"> • Volatile pattern of emotional response • Thinking swayed by personal feelings 	<ul style="list-style-type: none"> • Tendency to stable patterns of emotional response • Capable of objectivity 	<ul style="list-style-type: none"> • Collects and evaluates data from a variety of sources •

Can see things from different perspectives	<ul style="list-style-type: none"> • Self oriented • Suspicious of others • Quick to be dismissive of others 	<ul style="list-style-type: none"> • Appreciates diversity • Is tolerant of others • Selects from ideas of others 	<ul style="list-style-type: none"> • Values diversity • Understands and values others • Builds on ideas of others
Learns from, and act upon experience	<ul style="list-style-type: none"> • Unwilling or unable to transfer experience into novel situations • Never test themselves • Repeats mistakes • Think of themselves as passive recipients of learning • Lacks self-awareness about own habits of thought • Is inflexible 	<ul style="list-style-type: none"> • Can transfer knowledge to novel situations • Self-tests when prompted or curious • Wants to have mistakes corrected • Think about themselves as participants in learning experiences • Can think about thinking • Adapts behaviour when personally motivated or persuaded 	<ul style="list-style-type: none"> • Applies past knowledge to novel situations • Self-tests • Sees mistakes as learning experiences • Think about themselves as learners • Thinks about thinking • Adapts behaviour